Queens Church of England Academy

Geography Policy

Adopted by the Leadership team **February 2026**

Approved by full Governing Body **2026**

To be reviewed *February 2028*



Curriculum Intent

We aim to provide a Geography curriculum that is inclusive, challenging and engaging. In Geography, pupils will learn the importance of respect both for the planet, on which we depend, and the diverse people with whom we share it. By providing our pupils with a stimulating, knowledge-rich curriculum, we aim to foster ambitious young people who aspire to make their world a better place, whether this is simply as globally-responsible 21st century citizens or in a professional capacity as geologists, cartographers, architects, documentary presenters or ecological campaigners. In order to begin their journey towards these goals, pupils will be taught, and given opportunities to practise, the skills and techniques that they will need, in a variety of local, national and international contexts, making links between all three.

In order to develop as geographers, pupils will be taught to use a range of geographical skills, outlined in the National Curriculum programmes of study. These are shared with the pupils as 'what makes a great Geographer' so that they are able to understand and articulate their own learning in this subject.

Implementation

The National Curriculum provides the basis for Geography Planning. It is supported by the Curriculum Companions scheme (Chris Quigley), which has been adapted to meet the bespoke needs of our pupils. Using the approach adopted by Hywel Roberts (English and drama teacher, storyteller, author, coach), each unit begins with a 'Let's say…' narrative to draw the pupils into an engaging and purposeful story, on which the content of the unit is built.

Each Geography unit is focused on answering a 'Big Question' to engage pupils' interest and prompt lines of enquiry. At the start of each unit, pupils are given a knowledge summariser, with relevant images, maps and diagrams of key locations to provide contextual clues. However, as Geography is an enquiry-based subject, pupils are expected to build their own banks of knowledge as the topic progresses. A key vocabulary sheet is reviewed by children at the start of the topic and is revisited again at the end to determine how their knowledge of key vocabulary has improved and how they are able to use this in the context of the geography topic.

Geography is taught for 75 minutes per week, and is shared equally across the year with History. Year Group teams plan sequences of lessons, using the Long-Term Plan for guidance. At this stage, teachers will decide on how best to integrate drama and storytelling to develop empathy and urgency, as well as visits to local areas of Geographical interest, in order to explore a wider range of sources than those available within the School. Technology, including the Immersive Classroom, is used to 'transport the pupils' to more distant locations and evoke a sense of awe and wonder.

Impact

Using the Insight online assessment tool, class teachers assess pupils' attainment using a range of informal strategies, including marking and verbal feedback. Although high-quality written work is valued, in order to provide an holistic assessment of pupils' attainment, responses may also include drawings, models or spoken explanations that demonstrate Geographical knowledge and understanding. Children complete a key knowledge statement at the end of each lesson with a rating of their understanding, and the teacher also completes this. This is shown on the unit front cover and can therefore be easily monitored by the subject leader.

The subject leader monitors the impact of the taught curriculum through learning walks, work trawls, pupil interviews and staff discussions. This monitoring is recorded termly on Subject Snapshots, which are shared with SLT. Feedback is given to staff, including individual or year-group feedback as appropriate. The findings feed into annual Subject Status Forms, which are used to identify key priorities for the subject, including changes to Long Term Plan, as part of the SIDP.